

**TEACHER STRATEGIES IN TEACHING ENGLISH BASED ON CURRICULUM K- 13
FIRST GRADE IN THE ACADEMIK YEAR 2017/201**

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ABSTRACT

This study was conducted based on observations during the learning process of English class X TKJ in Smk N1 Lobalain in applying k-13 in English learning. This study aims to find out how the strategy of teachers in applying k-13 in the process of English learning process. Therefore, this research method using descriptive qualitative. To collect the research data, the researcher used classroom observation and interview technique. The result of the research showed that English learning strategy was using K-13 and still need to be done in the learning process by the English teacher in the classroom.

Keywords: strategy, English teacher, implementation of curriculum 2013

I. INTRODUCTION

A. Background

Learning strategies according to Frelberg & Driscoll (1992), can be used to achieve the various objectives of providing learning materials at various levels, for different students, in different contexts.. Gerlach & Ely (1980) argue that instructional strategies are the means chosen to deliver the subject matter in a particular learning environment, including the nature,

scope, and sequence of activities that can provide a learning experience to the students.

According to Roestiyah N.K. in Tanesab (2005: 1) strategy is a general thing of teacher-students performance to embody teaching and learning activity which one component is to support the educational philosophy and the competency of presentation techniques, habituan, and so on.

Teacher's strategy to manage the classroom in teaching English is very important to bring the student to achieve the goal of teaching learning process in the classroom. In language teaching, many strategies are applied. In this research, the writer will focus on the strategies proposed by O'Malley and Chamot in teaching English. They divided learning strategies into three main categories called "Metacognitive" is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it takes place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. "Cognitive" strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. "Socioaffective" strategies have to do with social-mediating activity and transacting with others.

Different strategies are applied by teachers in order to achieve the goal of teaching and learning. The strategies are applied by considering the need and the characteristics of students, the availability of supporting media, and also the curriculum. In Indonesia, since 2017 a new

curriculum called curriculum 2013 (K13) has been launched by the government. This curriculum has a sum of modifications and occupied by character building. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators. Changes in the 2013 curriculum include changes in the learning process. The learning process shifts from being told students to find out, and the assessment process shifts from both based and output judgments (Sholes Hidaka, 2013).

In the process of learning English, teachers need to apply the right strategy. This is for students can develop skills/abilities according to some important aspects that need to be mastered in English subjects namely; listening, speaking, reading and writing.

According to Pranowo (2014: 236) that whatever the curriculum and whatever theoretical reference is, language learning involves four skills: listening skills, speaking skills, reading skills, writing skills in both language and literature. For that, English learning activities using Curriculum 2013 still strive to develop four language and literacy skills.

This research thoroughly examined strategies of English teacher in teaching English based on K-13. Therefore, the teacher must be part of the change and the development and science and technology the teacher must be technology partner and ambrance in the world of learning. Teacher must work together and facilitate, innovate, coordinate, participate, find, advocate, guide the way. According to Sanjaya (2008, h. 21-31) expressed teacher role in learning process, that is teacher as; learning resources, facilitators, managers, demonstrators, mentors, motivators, and evaluators. According to Hamalik (2006, h. 128-130) that teacher responsibilities include; the teacher guides the students to learn, participates in developing the school curriculum, conduct self-help (personality, character, and physical), assesses the progres of learning, and connducts research.al), guides to the student, diagnoses learning difficulties and assesses the progres of learning, and connducts research.

K-13 is in the fact the extension of SBC in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in

learning, responsible citizen and positive contributors to the civilization (Ministry of Education and Cultural, 2012). This framework has been supported by Government Regulations Number 32 Year 2013 (This revision of Government Regulations Number 19 Year 2005 about the National Standards of education). Ths regulation is elaborated by Education and Culture Ministerial Regulation number 67, 68, 69, and 7 0 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocatioanl Secondary School.

K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2. These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning.

Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators. KD in KI-1 and KI-2 is the accumulation of KD in KI-3 and KI-4. KD in KI-3 is linear with KD in KI-4 and the number of KD in KI-3.

Based on the explanation above, the researcher is intended to conduct a research in order to find out how teachers in SMKN 1 Lobalain apply their strategies to teach English based on Curriculum 2013.

B. Research Problem

Based on the prescription this research with conduction in How does the English teacher of first grade SMKN 1 Lobalain apply her/his strategies in teaching English based on Curriculum 2013.

C. The objective of the Research

To know how the English teacher of first grade SMKN 1 Lobalain use her strategies in teaching English based on Curriculum 2013.

D. Scope of Research

This study focused in finding out the strategies of English teacher of First

Grade SMKN 1 Lobalain In The Academic Year 2017/2018 in teaching English based on curriculum 2013.

E. Benefit

1. Academic Benefit

The result of this study will be input for all academic activity Nusa Lontar especially the Faculty of English Education in the development of utility functions in the field of research. The result of this study also reference for further research.

2. Practical Benefit

The results of the study can be used as inputs for local government in this case the Rote Ndao district education offices.

As an input for educators or teachers SMKN 1 Lobalain subdistrict to realize how the teacher strategies in teaching English based on Curriculum 2013 in First Grade SMKN 1 Lobalain in the Academic Year 2017/2018.

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II. LITERATURE REVIEW

A. Study Theory

1. Strategy

According to Roestiyah N.K. in Tanesab (2005: 1) strategy is a general thing of teacher-students performance to embody teaching and learning activity which one component is to support the educational philosophy and the competency of presentation techniques, habitual, etcetera. According to H. Douglas Brown strategies are specific of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling, and manipulating certain information.

According to H. Douglas strategies are more limited to specific learning tasks and involve more direct

manipulation of the learning material itself.

2. Curriculum

According to Olivia (1992: 2) the curriculum is a plan or program to provide a learning experience that makes learners obedient to school rules. Widyastono (2014: 119) that the 2013 curriculum is a curriculum that emphasizes the development of knowledge, skills, attitudes, and learners' competence in a holistic (balanced) manner.

According to (Connelly and Lantz, 1991:15; Egan, 2003:10) The origin of the word "curriculum" can be traced to Latin. Its first meaning was a running, a race, or a course and its secondary meanings were a race-course or a career. During the early years of the twentieth century, most educators held onto the traditional concept and referred to curriculum as "the body of subjects or subject matters set out by teachers for students to cover" (Tanner and Tanner, 1995:151). Later, however, the definitions developed and

expanded to mean either a plan, an experience or a methodological inquiry (Taba, 1962; Foshay, 1969 quoted in Bloom, 2006: online; Westbury and Steimer, 1971, quoted in Connelly and Lantz, 1991).

In a narrow sense, curriculum is defined as a plan for learning (Taba, 1962), or a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entering into a professional or vocational field (Good, 1959, quoted in Connelly and Lantz, 1991:15). According to Pratt (1994:5), curriculum refers to plans for instructional acts, not the acts of instruction themselves. He states that curriculum is analogous to the set of blueprints from which a house is constructed.

A curriculum can be viewed as a blueprint for instruction. For teachers, curriculum is often a statement of what the school authorities, the state government, or some group outside the classroom

requires the teacher to teach (Doll, 1996). The education system in Indonesia is mainly organized by the Ministry of National Education and decreed by law Number 20 Year 2003 about the National Education System. Under Article VI, this law sets the forms, levels, and types of education that should be organized by the central government, provincial, regency, and society. The forms can be formal, informal, and conformal, and range from primary, secondary and tertiary level. Such education can be general, vocational, academic, profession, religious, talent, and other types such as children with disability. In secondary education, the government controls the operation of general vocational senior secondary school in which English is taught as an essential subject matter.

The goal of English teaching at general senior secondary school (compared to vocational one) is to equip student with the ability to develop: (1) oral and written communicative competence to

the informational literacy level; (2) the awareness of the nature in the importance of English roles played in global competition among nations; and (3) understanding about the interrelationship of language and culture (attachment of the Regulation of the Ministry of National Education Number 22 Year 2006).

3. Curriculum 2013

K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed. The learning paradigm encompass direct and indirect learning model, and indirect learning model refers to KI-1 and KI-2. These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains. This

formulation is aimed at reducing or eliminating verbalism in learning. Basic Competence which is abbreviated with KD is the reference for teachers to develop achievement indicators. KD in KI-1 and KI-2 is the accumulation of KD in KI-3 and KI-4. KD in KI-3 is linear with KD in KI-4 and the number of KD in KI-3.

Equally sized with the number of KD in KI-4. To map, KD3.1 for example is associated with KD4.1, KD3.2 is associated with KD4.3, and so forth. The learning materials in KD3.1 is taught in KD4.1 and for this reason the number of KD in KI-3 should be equal with the number of KD in KI-4. However, in certain cases, KD in KI-3 is not always linear with KDs in KI-4 as the learning steps in KDs of KI-4 cover some KDs in KI-3. It means that a KD in KI-4 can cover some KDs in KI-3.

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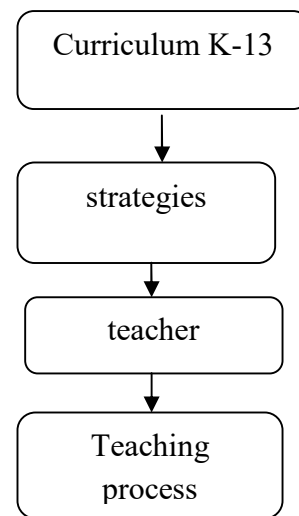
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B. Framework



III. RESEARCH METHODOLOGY

A. Research Design

Method that used in this study is descriptive qualitative method.

B. Object Of The Research

English Teacher of X TKJ of First Grade SMKN 1 Lobalain.

C. Sources Of The Data

The researcher collected the data by Interview and observation.

D. Techniques of Collection the Data

There were some steps:

1. Observation
 Researcher observed teaching proces in class rom

English teacher in apply curriculum 13 to educative participants at SMKN 1 Lobalain class X

2. Interview

Researchers conducted interviews to answer the teacher's perception in English teacher's strategies for implementing based on curriculum 2013 in first grade SMKN 1 Lobalain.

E. Technique analysis data

Data analysis technique used is based on the theory of Mahsun (2005) there are three stages, namely;

1. Data reduction

It was performed to determine the relevant data to be included in the classification of data. During the data reduction process,

researchers can continue summaries, coding, finding themes. Data reduction lasted for reporting research in the field until research is completed.

2. Carry out the display data.

In this stage of presentation of data, data analysis such as speech teachers and students then were analyzed

systematically or simultaneously so that the data which is obtained can answer the problems examined. To facilitate researchers to classify the data collected is to leave the table at each teaching strategies in curriculum 2013.

3. Making

conclusions.

Award-tara cement conclusions can still be tested again with

the data in the field by reflecting back. In this study, the analysis process is applied to all data except the data that has been wasted through data reduction and data presentation then inductively while researchers can draw conclusions as a result of research.

F. Research Procedure

There are some steps:

1. Observation

In order to obtain the data, the writer uses observation by recording in this research.

Observation is necessary done in every descriptive qualitative. This technique is used to observe the use of language in a real condition. Since the object of the study is the teachers' explanation,

recording is the first step in collecting the data, the writer records the teachers' explanation that the writer wants to investigate. Then, the writer transcribes the recording of the utterances to convert the data from spoken into written form. The next step is analyzing.

2. Interview.

(James Dean Brown; 2001) Interview is procedure used for gathering oral data in particular categories (if the interview is well planned and structured in advance), but also for gathering data that was not anticipated at the outset. Interviews can be conducted with individuals, in groups, or by telephone. Interview may be used for

many different purposes – we have press interview, therapeutic interview, and employment selection interview, interview making requests or stating demands and so on.

IV. FINDING AND DISCUSSION

A. FINDING

The data of this research were taken at Smk N1 Lobalain in the class X. Based on the explanation given by the teacher concerned at Smk N 1 Lobalain that had been held socialization and to get information on how to apply K-13 and in the application of curriculum k-13 there are three parts of activities that occur in each learning process there are namely;

1. Preliminary activities,
2. The learning gear as well as;
3. Closing activities.

And the steps in each of the intended activities can be described as follows;

Preliminary activities

a. Orientation

Based on the researcher

observation, it is found that the teacher started with greeting the students,

afterwards

drowned out by prays, teacher

afterwards check student present

with call student one by one.

then teacher asks study yesterday

whereof, its aim is to remind back

to student about study last week.

if student remembers study

already be worked through

therefore teacher drawn out that

material.

b. Apresepsi

Based on the researcher

observasi it is found that the teacher

Forming student in-group

discussion since there is student which active and there is also that slowing so to reach effective result formed deep group discussion in five group discussions

c. Motivation

Based on the researcher

observasi it is found that the teacher

giving push to student for over enthusiastic to study English since apparently is not all student be brazed x TKJ like English study. and there is student which most draw for

serious English studying.

d. Giving references

Based on the researcher

observasi it is found that the teacher

giving reference to student as media's tool for example guidance book, and also image media as film for student tells is back instance what aught on film that.

- Learning Activities

In learning, there are several things;

a. Pre task

Based on the researcher

observasi it is found that the teacher

Enjoining student tells story back whatever available in

book and student is expected gets to take one meaning of that story.

b. Task

Based on the researcher observasi it is found that the teacher Giving task to student to solve to the effect it for can know student ability

c. Planning

Based on the researcher observasi it is found that the teacher In the planning activities, students are given the opportunity to gather information.

d. Analysis

Based on the researcher observasi it is found that the teacher

In this activity, students are required to reason.

e. Practice

Based on the researcher observasi it is found that the teacher

In this activity, the students are in prosecuted to communicate.

- Closing activity

Based on the researcher observasi it is found that the teacher

In closing activities the teacher directs the students to do the conclusion related with

material that has discussed, the teacher do follow up the form of assignment of individual task / homework and teacher convey the lesson plan for the next meeting and learners and teachers close the lesson with prayer together.

Based on the researcher observasi it is found that the teacher

Strategy in implemen k-13 is all these it is perspective, position, plan, and pattern. Strategy in implemen k-13 also constitutes the bridge policy or high order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics to gether straddle the gap between ends

and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experience, goals, expertise, memories, perceptions, and epxectations that provides general guidance for specific actions in pursuit of particular ends. Strategy is at once the course we chart, the journey we imagine and, at the same time, it is the course we steer, the trip we actually make.

Even when we are embar king on a voyage of discovery, with no particular destination in mind, the voyage has a purpose, an outcome, and an end to be kept in view. The activities undertaken in learning English in

the class are as follows; preliminary activities, learning activities and closing activities. In the preliminary activities there are several activities undertaken namely;

Giving students the opportunity to discuss various things about the material they have learned with the experience of daily life.

V. CLOSING

A. CONCLUSION

This study aimed to find out English teacher's strategies to deal with the problems in implementing 2013 curriculum. I found that teacher used some strategies to keep motivate student to be active relate to. First, the result of this study indicated that group discussion was the strategy that teachers used to deal with the problem in implementing 2013 curriculum. Group

discussion helped students especially dependent learners (slow learners), they could be more fully participate in learning process. When teachers used group discussion in class, it gave positive input for slow learners that they would cooperate with fast learners in learning process. Group discussion could make students sharpen their knowledge or ability and let students to be the center of learning process.

Second, teachers used the daily phenomena or every day topics to create an assignment. Teachers could use song to capture student's interest. The assignment selection that is related to daily phenomena or real life reduces students' frustration. Beside that, this study has also shown teachers' view that 2013 curriculum is good to be applied, since it consist of few materials and 19 complete requirements such as lesson plan, syllabus, evaluation for learning

process, and assessment. From all the findings presented above, this study has shown that group discussion and the use of daily phenomena as assignment theme were used by English teachers as strategies to deal with the problems in implementation 2013 Curriculum. Lastly, all findings of the study concluded that 2013 curriculum was good to be applied not only students'-centered approach but also had complete requirements and few materials. I would like to admit that this study has limitation. This study used interview as the instrument of collecting data that only require five participants and the time consuming. Further research can extend the number of the participants and use questionnaire to get richer data.

B. SUGGESTION

1. For English teacher

For English teacher should continually discover his

or her creativity and innovate in effective and to create good learning strategy and accelerate teaching learning motivation process. And teacher also should more advancing and again develop method and strategies in learning that appropriate in implementing curriculum 2013 with method that want to convey.

And teacher also really understand what are difficulties that concerned my student and gives solution and way out for the problems and also be able to advancing student's motivation in learning. Therefore, teacher is expected they can understand the strategies in order be able to apply his or her role, as teacher, leader in learning condition that comfortable until

can raise up student's learning effectiveness.

2. Principal
Principal is expected more concerned facilities/instrument and infrastructure in suffice and morden teacher that be able to more easier in teaching english language.

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